

**ONE HUNDRED THIRTY-FOURTH  
ANNUAL REPORT**

**OF THE**

**South Carolina  
School for the Deaf  
and the Blind**

**SPARTANBURG, SOUTH CAROLINA**

**1982**



**PRINTED UNDER THE DIRECTION OF THE  
STATE BUDGET AND CONTROL BOARD**



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LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND  
SPARTANBURG, SOUTH CAROLINA 29302

July 15, 1982

*The Honorable Richard W. Riley  
Governor of South Carolina  
Budget and Control Board  
Columbia, South Carolina*

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirty-fourth Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1981, to June 30, 1982.

Respectfully submitted,  
MR. DOUGLAS F. DENT  
*Chairman  
Board of Commissioners*

SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND  
SPARTANBURG, SOUTH CAROLINA 29302

July 10, 1982

Mr. Douglas F. Dent, *Chairman*  
Board of Commissioners  
South Carolina School for the Deaf and the Blind  
Spartanburg, South Carolina 29302

Dear Mr. Dent:

The One Hundred Thirty-fourth Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and accomplishments of the School for the fiscal year 1981.

Our Board of Commissioners increased in size this year because of the bill passed by the General Assembly to include both a blind and deaf member to the Board. We have seen through this year what a progressive step this has been.

The activities contained in this Report reflect the School's continuing effort to respond to the needs of the sensory impaired and multi-handicapped children of the state. It is also patent that the School has expanded its efforts to provide various support services to the adult handicapped and to function more effectively as a member of the total human service delivery system.

The School will have to continue to adjust its policy and its goals in order to meet the demands placed upon it by ever changing federal legislation. The new policies and goals will have to be determined in the light of factual information which will become clearer in the years ahead. Because of so many unknowns at this time, the future of the education of the deaf, blind, and the multi-handicapped is extremely cloudy, and therefore unpredictable.

The administration, the staff, and the student body of the School are appreciative of the strong support and leadership the Board is providing as we seek to fulfill our duties and responsibilities to the people of the State of South Carolina.

Sincerely,

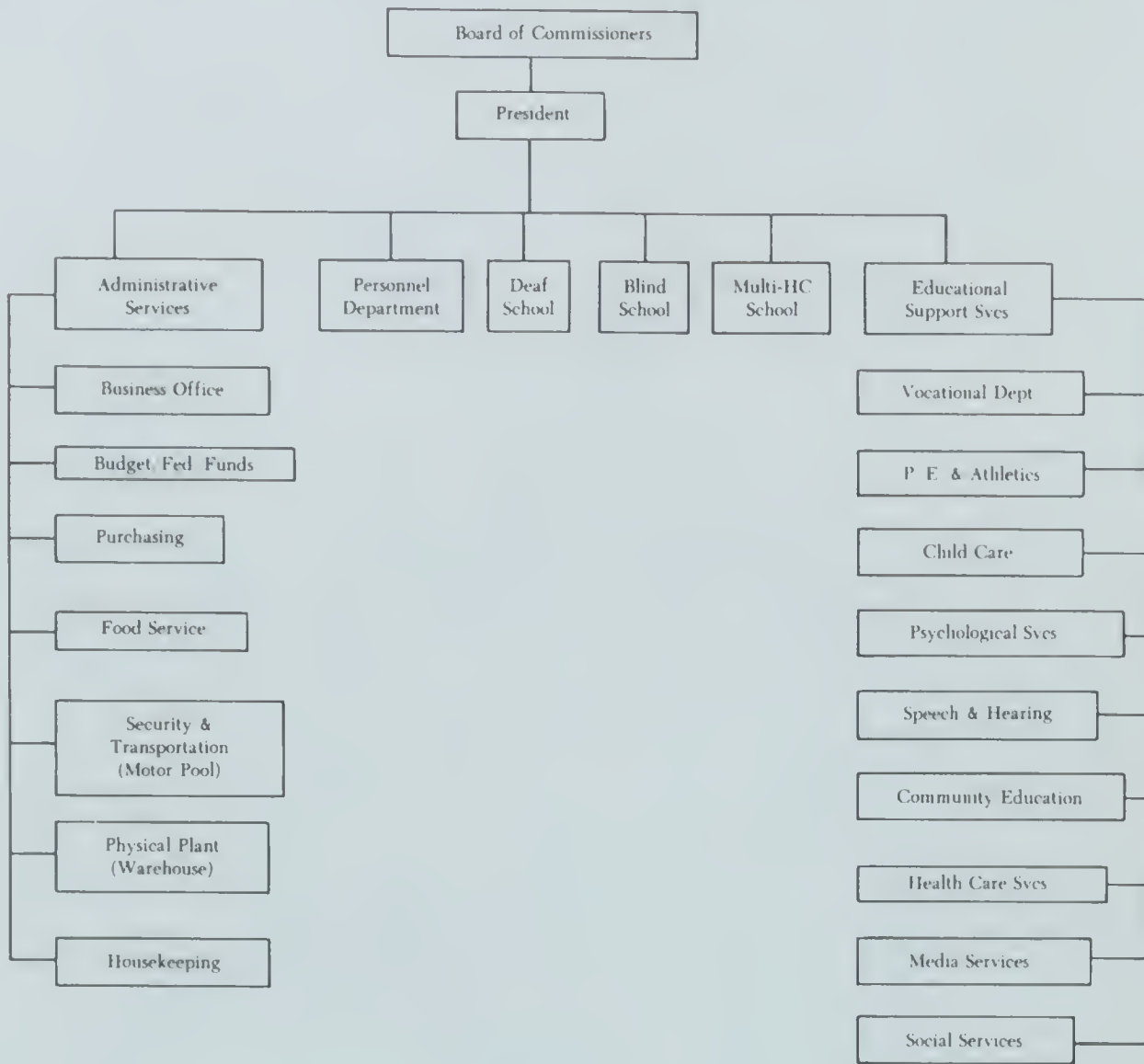
*A. Baron Holmes IV*

A. BARON HOLMES, IV  
*President*

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# SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND



*Chart*



## BOARD OF COMMISSIONERS

### SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

- Mr. Douglas F. Dent, *Chairman*—Member-at-large  
Bankers Trust Plaza, P. O. Box PP-4, Greenville, S. C. 29601
- Mr. B. Edward Hursey, *Vice-Chairman*—Sixth Congressional District  
Route 5, 111 Lawson Road, Darlington, S. C. 29532
- Mrs. R. Beverley Herbert, Jr., *Secretary*—Second Congressional District  
712 Springlake Road, Columbia, S. C. 29206
- Mrs. Lewis M. Davis—Fourth Congressional District  
106 Vandiventer Drive, Greer, S. C. 29651
- Mrs. W. Burke Watson—Fifth Congressional District  
12 Frank Clarke Street, Sumter, S. C. 29150
- Dr. Earl F. Mathis, Sr.—Third Congressional District  
Cedar Lane, P. O. Box 268, Belton, S. C. 29627
- Mr. Harry Culpepper—Member-at-large (deaf)  
P. O. Box 472, West Blair Mill Road, Belton, S. C. 29627
- Mr. Donald Capps—Member-at-large (blind)  
1829 Belmont Drive, Columbia, S. C. 29206
- Mrs. Linda K. Silver—First Congressional District  
17 Dewberry Lane, Hilton Head Island, S. C. 29928

#### *Ex-Officio Members*

- Dr. Charlie G. Williams, *State Superintendent of Education*, Room  
1006, Rutledge Building, 1429 Senate Street, Columbia, S. C. 29202
- Dr. Robert S. Jackson, *Commissioner*  
State Department of Health and Environmental Control  
J. Marion Sims Building and R. J. Aycock Building,  
2600 Bull Street, Columbia, S. C. 29201

#### *Represented by:*

James E. Padgett, Jr., M.D.  
P. O. Box 4217  
Spartanburg, S. C. 29303

## INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II § 3 and 5, 1962). The Legislature appropriated \$6,746,473.78 for fiscal year 1981-1982. In addition to this, federal and other fund receipts amount to \$534,540.04.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the eleven member Board of Commissioners (listed previously), nine members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, three members at large of which one shall be blind and one shall be deaf and two ex-officio members (State Superintendent of Education and State Health Commissioner).

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multi-handicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive education center for sensory impaired and multi-handicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school, and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

## HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution, in some form be perpetuated in all time, in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor, citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., Newton Farmer Walker, and the present President, Dr. A. Baron Holmes, IV.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor,

the School has grown to its present capacity of approximately 486. It is operated by an eleven member Board of Commissioners, nine of whom are appointed by the Governor and two ex-officio members; State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

## CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President (Dr. A. Baron Holmes, IV) who is responsible to the Board of Commissioners (listed previously), and is responsible for the day-to-day operation of the School.

In addition to the President, the central administration includes two directors, three principals of the schools, personnel department and several clerical and other administrative support staff members. The directors and principals are listed as follows:

- Mr. Robert L. Millard, Director of Educational Support Services
- Mr. Paul Manly, Director of Administrative Services
- Mr. Patrick Dowling, Principal of the Deaf School
- Mr. Tom Bannister, Principal of the Multi-handicapped School
- Mr. Keith Ammons, Supervisor of the Blind School
- Mr. Lachlan L. Hyatt, Jr., Personnel Director

The above persons and the President, have overall responsibility for detailed planning. Their task is to delineate both long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the School's major missions and goals.

## DIVISION OF ADMINISTRATIVE SERVICES

### *Purpose:*

The division was reorganized during FY82 to include security, food service, plant maintenance, motor pool and transportation along with the business office, purchasing, warehouse and federal funds. The division was responsible during the fiscal year for all financial accounting, purchasing, federal grants and funds, business, warehousing, inventory, fiscal budgeting, payroll, student banking, transporting children to and from school, upkeep of all vehicles, maintaining all buildings and grounds, planning and serving nutritious meals to students and staff, and the safety and security of students and property.

The division's goal is to maximize the use of state appropriated funds, federal funds, and other fiscal funds to best benefit the deaf, blind and multi-handicapped students served at the School. It is responsible to audit



and monitor expenditure of these resources and serve as the chief center of all agency budgeting activities.

*Operations:*

The chief financial officer of the School is the Director of Administrative Services. Reporting as supervisors to him were the department heads over Purchasing, Federal Funds, Warehouse, Business Office, Dietary, Physical Plant, Transportation and Security. During the year, the number of staff was approximately 75.

The Federal Funds office maintains some one-half million dollars in federal grants. Some 30 staff remain employed in federal funds, the largest being Title I (PL89-313).

The Purchasing Department covers bids and contracts, leases and bulk purchasing. The purchasing office is responsible for procuring all supplies, equipment, machinery, fuels, motor vehicles, services and other personal property for the use of each department. The office was audited by General Services during the fiscal year and recommendations for changes were made.

Warehouse is a low-budget office where expansion was curtailed by the agency reorganization. The department during this year picked up USDA free commodity food, made daily purchase trips locally, did equipment deliveries and stocked supplies.

The Business Office includes accounting, EDP, payables, payroll, employee benefits, student accounts, receptionists, keys and related computer financial functions.

The Dietary Department provides a wholesome, nutritious dietary program for students and assists the educational staff in developing dietary instruction and improvement of programs for the students. Food is prepared in the Central Kitchen and distributed to four cafeterias throughout the campus.

The Physical Plant is responsible for maintaining buildings and grounds, motor pool, and laundry.

The Transportation Department transports students to and from school. Students living within 30 miles radius are serviced by 5 daily routes. Residential students are transported throughout the state on Fridays and return on Sunday night.

The Security Department has 3 full-time security guards that work on a rotating basis to insure safety for the campus and children from 3:00 p.m. until 7:30 a.m. seven days a week.

*Program accomplishments during the year:*

- Successful completion of 5-Year Plan by Director's Office.
- Creation of \$7-plus million state and federal budget for 1982-83 FY.

- Implemented Set of Internal Controls by moving the responsibility of disbursing checks from payroll clerk to business office for better internal control.
- Started replacing old steamline for better heating system with a \$215,000 federal energy grant through the Department of Energy. The School was planning to use \$55,000 from Student Fund Account but has now arranged to use "In-Kind Service" thus saving the Student Fund Account for future use.
- Eliminated 3 positions in the finance area and one position in Security due to mandated cutback.
- Organized on campus housekeeping department and eliminated outside contractual service for an estimated savings of \$130,000.
- Cancelled exterminating contract and moved responsibility to maintenance and housekeeping departments for an estimated first year savings up to \$4,000.
- Established contractual arrangement for canteen service with estimated annual revenue of \$2,000.
- Simultaneous work on 6 actual or proposed capital improvement projects in conjunction with President's Office, Budget & Control Board, architects and engineers and State Engineer's Office.
- Cut operating budget of Finance division for 5th consecutive year.
- One bathroom in Spring Annex, two in Spring Hall, and one bathroom in Hughston Hall Dormitories have been completely renovated with new shower stalls and fixtures by an outside contractor. Materials have been purchased for renovation of bathrooms in Henderson, Hughston and Spring Hall.
- New sidewalks were finished at Herbert Center.
- During the year of 1981-82, the Maintenance Department completed 3,900 work orders.
- Bids were received to replace the entire fleet of regular gasoline buses with new diesel fuel buses. The change over is expected in late 1982.
- Major repairs to buses: 4 new and 4 rebuilt engines were installed. One new transmission and 7 new clutch plates were also installed.
- With the end of the 1981-82 school year, a very successful record of student transportation is reported, with no personal injury or property damage accidents reported.
- All food requisitions for athletic events, boy scouts and other special occasions were prepared by the dietary staff. Hot meals are provided each Friday before the children leave for home.
- Reduced dietary staff for a savings of approximately \$32,000.
- One meal per day was provided for the day students and some staff. Three meals were provided for residential students.
- Special dinners were prepared for various student activities, for

service clubs and other clubs who work for the school on various projects and also alumni events.

- The food service division worked with staff and with student advisory group in attempting to provide high quality, nutritious meals for all.
- Utilized prison trustee labor from Dutchman Prison at no cost to the School when students were not on campus.

## SCHOOL FOR THE DEAF

### *Purpose:*

The School for the Deaf is responsible for providing a full range of educational programs and instructional services to meet the diverse needs of hearing-impaired students. The curriculum is geared to provide experiences for each child to grow educationally, socially and emotionally.

### *Operations:*

The school year opened in August with 260 students enrolled. On the last day of school in May of 1982, there were 256 enrolled. The Deaf School, not including the physical education and vocational education staff, is administered by three Supervising Teachers and a Principal. These administrators have a combined 96 years of experience of service to deaf students. The School for the Deaf has forty teachers, fourteen teacher assistants, one curriculum coordinator, one librarian, one communication specialist, and one secretary. Support services include Media, Vocational Rehabilitation, Speech Therapy, Audiology, Social Services, Psychology, and Community Education.

### *Program Accomplishments:*

- Twenty-six seniors graduated on May 27, 1982. Two of these students have been accepted, as of June 2, 1982, to institutions of higher learning. Ms. Julie Ingerson was class Valedictorian and Ms. Janice Glover was the Salutatorian.
- Our school provided a service center for the training of college students majoring in Deaf Education. Converse College, located in Spartanburg, and Ball State University, Muncie, Indiana, placed their students in our school for observations and directed teaching to fulfill requirements for degrees in Deaf Education. Five students from Converse College and five from Ball State University completed their senior requirements of student teaching on our campus. We do not anticipate having any teacher positions open but these young people gained valuable experience on our campus and should prove to be successful teachers of deaf students.
- Six in-service meetings were held this year for faculty members.



These meetings were held on campus after the regular working day. Teachers participated in the planning and the final demonstrations before their peers. These meetings focused on the talents of our faculty members. Ideas and methods were shared among all in attendance which proved to be very beneficial.

- Assembly programs were initiated during the school year. These programs centered around the following topics:

- Attitudes
- Manners
- Behavior
- Responsibility
- Personal Health (Drugs-Alcohol)

Faculty and students participated in these programs and the information presented was excellent. The programs were well received by the students.

- Through the use of Federal Funds, a Language Lab was established in Thackston Hall. The “Lab” was used during the school day and after school for enrichment activities. The Language Lab was set up in the former dining room. Materials were purchased to enrich language development in the following areas:

- |                 |                |
|-----------------|----------------|
| 1. Housekeeping | 7. Science     |
| 2. Typing       | 8. Fuzzy Wuzzy |
| 3. Music        | 9. Reading     |
| 4. Role Playing | 10. Games      |
| 5. Workshop     | 11. Art        |
| 6. Wheels       | 12. Building   |

The students decided on the areas they wanted to work. The Language Lab was an excellent experience for the children to build concept strength. Students who participated ranged from kindergarten through fifth grade.

- A Family Learning Weekend was held on our campus April 30-May 2. Families from our school as well as public schools in South Carolina participated in a weekend full of educational presentations on deafness. Professionals from our staff and out-of-state educators were part of a comprehensive program to inform the entire family, brothers, sisters, grandparents of the implications of deafness and how they could assist in their child’s educational, emotional, and social growth.
- The Manual Communication Program this year has expanded to directly serve students as well as staff. In order to implement the Signed English system into the classroom, the Communication Specialist participated with the classroom teachers, kindergarten



through grade six, during the Language period. During this time, emphasis was placed on vocabulary development and proper use of the Signed English word endings and grammatical features. Written feedback was given to the teachers sharing observations and suggestions for more consistent use of Signed English and standardized vocabulary.

- Sign Language In-Service Training was continued this year at four levels of difficulty. Teachers were able to receive recertification credit toward the renewal of teaching certificates through this program. Many staff members took advantage of the video and audio taped materials this year during a Sign Language Lab time that was set up every other week for two hours a week.
- In April our school fostered a Youth Leadership Workshop for deaf teenagers at our school and in the public schools of South Carolina. The South Carolina Association of the Deaf, through its affiliation with NAD, invited Mr. Gary Olsen, the State Affairs Director, to our campus to conduct the workshop. The workshop was held for three days and it should be very beneficial to our deaf teenagers now and in the future when they must take up leadership roles in the community.

## SCHOOL FOR THE MULTI-HANDICAPPED

The Multi-Handicap School has been heavily involved during the 1981-82 school year in review of organizational structures and both short-term and long-term goals. This has been a year dedicated to redefining priorities for the school and developing implementation plans to make priority goals a reality. This re-evaluation of the needs of multi-handicapped students has made changes in programming during the 1981-82 school year and plans for changes during the 1982-83 school year more pertinent to the students' needs.

### MULTI-HANDICAP EDUCATION DEPARTMENT

#### *Purpose:*

The education department of the Multi-Handicap School is the component of the school's total program which is charged with the responsibility of providing leadership in the development of each students' cognitive and academic abilities. Training in many other areas also takes place during the "academic day" with the goal that each student progress as a "total individual" to the maximum extent possible.

#### *Operations:*

- The school year ended with an enrollment of 138 students.

- Sixty-one educational staff members served the multi-handicapped population.
- Three student teachers and a number of practicum students were instrumental in educational programming.
- Dependent on the individual needs of the students, the following services were available: academics, self-help training, daily living training, pre-vocational training, vocational training, speech therapy, music therapy, physical therapy, adaptive physical education, regular physical education and language concept development through resource training.

*Accomplishments:*

- Psycho-educational evaluation of 27 students applying for admissions.
- Psycho-educational evaluation of 50 students presently enrolled in the school.
- Psycho-educational evaluation of two students as a service to the community.
- Four regional meetings were held involving parents of multi-handicapped students.
- One student participated in graduation ceremonies; four others left due to age.
- A pilot home-bound service was established and served 24 students and their families.
- Eighty-nine students were served through the music therapy program.
- Six music therapy students performed for the Spartanburg Lion's Club.
- Forty-five students were served in the pre-vocational program.
- Herb's canteen, a component of the pre-vocational program, has expanded to provide some "fast-food" items as well as snacks; Herb's is almost solely run by students at this point.
- The Home-Living Program served 41 students between the ages of 13 and 20.
- Forty-four percent of the students served in the Home-Living Program made sufficient progress to be recommended for the new residential home-living program to begin in the 1982-83 school year.
- Of 32 students who began the pilot language resource program in 1980-81, 29 reached their annual IEP goals in 1981-82.
- Fifty students were served directly and another 28 students were served indirectly by the language resource program during the 1981-82 school year.
- Language notebooks were sent home with 42 students.

## MULTI-HANDICAP CHILD CARE DEPARTMENT

### *Purpose:*

The child care department of the Multi-Handicap School provides a “home away from home” for the vast majority of students attending the school. The responsibility of this department is to provide consistency of carry-over of student programs and goals from the educational area to the living area while maintaining a relatively relaxed, home-like atmosphere.

### *Operations:*

- Forty-three staff members served the students of the Multi-Handicap School in the residential program.
- Students were involved in recreational activities, activities of daily living, and activities designed to improve self-help skills, mobility, in-seat behavior and other skills necessary for independent living.

### *Accomplishments:*

- In-service programs for dormitory staff during the 1981-82 school year included CPR training, first aid, sign language, behavior management and positive reinforcement.
- The students participated in many field trips including trips to area malls, restaurants, parks, baseball games, softball games, football games and basketball games.
- Some of the students were involved in hiking and camping trips.
- Parties and dances were also provided at the school for dormitory students.
- The first Multi-Handicap Prom Night was held during the 1981-82 school year. “Graduates” were recognized and given gifts.

## SCHOOL FOR THE BLIND

### *Purpose:*

The South Carolina School for the Blind is pledged to develop in its students those qualities of body, mind and spirit which will enable them to meet the growing responsibilities of good citizenship in a self-governing society; to develop emotionally secure individuals who will achieve happiness through independence and a realization of personal worth; to develop attitudes and interests that will provide religious and moral values in the individual; to assist each student so to develop all his talents that he may not only support himself but contribute to his community, while broad interests and avocational activities enrich his life and help him to understand, work and play cooperatively with others.

### *Operations:*

The department is coordinated by a principal, 17 classroom teachers, an orientation and mobility instructor, a full-time librarian, two part-time instrumental and vocal instructors, five teacher assistants and one secretary. The preceding numbers are exclusive of Physical Education and Vocational Education.

During the 1981-82 school term, the staff provided instructional learning and extracurricular activities to 84 students residing in South Carolina. These activities included: Language Arts, Mathematics, Social Studies, Natural Science, Health and Safety, Orientation and Mobility, Optacon Training, Kurzweil Reading Machine, Reading Enrichment Lab, Fine Arts and Field Trips. The high teacher-pupil ratio provided for individual attention whenever it was needed. The staff of the School for the Blind is skilled in a variety of special methods and has available resources for teaching through a wealth of auditory stimuli, tactual materials, personal contacts, and real life experiences, as well as through books, recordings, and standard classroom procedures.

Much is done to provide the best possible program for each child. Because of the availability of the Psychological Services Department, school counselors, the Auditory Department, speech therapists, behavior management specialists, health and medical care, the South Carolina Commission for the Blind, and other services, adjustments can be made to meet the varying needs of the students.

### *Program Accomplishments:*

- Four seniors and seven juniors took the Scholastic Aptitude Tests and all made creditable scores. Scholastic progress for all students in grades two through twelve was measured with Stanford Achievement Tests and Teacher evaluations. Practically all students showed appreciable gains including members of the ungraded classes.
- Four students received the State High School Diploma. Three of these four have plans to attend college in the fall of 1982. The remaining members of this class received full-time employment which began June 4, 1982.
- Several students from USC-Spartanburg were with us this year involved in independent studies, early field experiences or participation projects.
- Two days per week the library was open at night until 8:00 P.M. This change in scheduling provided the students with after-school access to reference materials as well as professional help with their research.
- Each student has the opportunity to acquire an excellent music education. The music program included choral work, individual voice training, instrumental work, piano and rhythm work. Recitals



were presented at Christmas and in the Spring and again at Graduation Exercises. The school's jazz band also performed for different audiences throughout the year.

- Field trips were made by all age groups in the school. These educational experiences enhanced the process of learning and were wide in scope.
- Students and teachers presented programs for service organizations, church and educational groups as an on-going educational program concerning the South Carolina School for the Blind and quality services for the visually impaired.
- Four students and one teacher made a trip to the nation's capitol for an intensive one-week study of American Government in the "Close-Up Program."
- Ten students received Optacon training during the school year and all were successful in reading printed materials at different rates of speed.
- Academic monetary awards were presented to a number of students for exceptional efforts in creative writing. These were presented at the Annual Awards Day Ceremonies.
- Federal Funds made it possible to continue a reading enrichment laboratory for students reading two grades below grade level. Twenty-two students participated in the program and the gain in reading comprehensive was excellent.
- Six students participated in the Lieutenant Governor's Award for Excellence in exposition writing. Each student was commended for the time and effort they spent with this activity.
- Teachers were able to earn recertification credit through their participation in various classes taught on this campus. This in-service program will be continued next year.
- A large group of teachers attended various workshops and in-service programs that will enable them to stay current with the changes in the education of the visually handicapped.
- Various staff members of the School for the Blind participated in the Council of Exceptional Children display at one of the local shopping malls. This was an educational experience for both the staff and members of the general public.
- Several members of the student body excelled in the competitive sports of football, track and wrestling. Two of the athletes participated in the Blind National Championships held in Austin, Texas with outstanding results.

## DIVISION OF EDUCATIONAL SUPPORT SERVICES

This Division is administered by the Director whose responsibilities include all instructional support programs in the Blind School, the Deaf School and the Multi-Handicapped School. Educational support services include Child Care, Psychological Services, Speech and Hearing, Media Services, Health Services, Social Services, Vocational Department and Physical Education Department. The Community Education Department is also under the Director. Information describing purpose, operations and program accomplishments of each of these areas is presented below.

### VOCATIONAL DEPARTMENT

#### *Purpose:*

The purpose of the Vocational Department is to provide guidance, developmental, and training opportunities to students so that they may become productive and self-sufficient members of society to the fullest extent possible.

#### *Operations:*

For the 1981-82 school year, the Vocational Department consisted of a Vocational Director, fifteen teachers, two teacher associates, and two teacher assistants. Of this staff, there were three blind teachers, two deaf teachers, and five minority teachers. Five of the staff were certified at the masters degree level and eight were certified at the bachelors degree level. Of the eight at the bachelors level, five were working toward an advanced degree.

During the 1981-82 school year, the Vocational Department provided services to 190 deaf students, 41 blind students, and 9 multi-handicapped students. Vocational offerings include Office Occupations, Graphic Communications, Cabinetmaking, Home Economics, Health Occupations, Horticulture and various developmental programs.

Of the thirty graduating deaf and blind students, twenty-two received vocational certificates for completing a prescribed occupational training program. Nine students received certificates in Office Occupations, two received certificates in Graphic Communications, six received certificates in Carpentry/Cabinetmaking, four received certificates in Health Occupations, and one received a certificate in Piano Tuning.

#### *Program Accomplishments:*

- The 1981-82 school year was the first in which we graduated females from our Health Occupations program. Two of our blind girls

received certificates at our awards program.

- Through a cooperative agreement with the South Carolina Vocational Rehabilitation Agency, Computer Science was offered as a major in our Office Occupations program for the first time. Seven students were enrolled in this program during the year. We anticipate having our first graduates at the end of the 1982-83 school year.
- Plans have been made to initiate three new programs in the fall of 1982. The first is a program in Industrial Food Service. The second is an intermediate program for multi-handicapped students who have completed the pre-vocational program. The third is a program designed to develop work skills in low functioning blind students.

## DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

### *Purpose:*

The Physical Education program has a developmentally oriented motor skills curriculum. The program is designed to provide the learners with a broad-based experimental background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental motor and body management skills, physical fitness, social skills, individual and team sports and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and P. L. 94-142.

The Physical Education Department serves the Deaf School, the Blind School and the Multi-Handicapped School.

### *Operations:*

The Department consists of a staff of one principal, twelve teachers, one teacher assistant and one secretary. The total number of students being served was 425. The physical facilities include one athletic field, three gymnasiums, two multi-purpose rooms, a swimming pool, a weight training room and two bowling alleys.

The Athletic Department is designed to provide interscholastic competition to those individuals who have demonstrated superior athletic abilities. The School is a member of the South Carolina High School League and participated in Conference 1A. In addition the School is a member of the Mason-Dixon Basketball Association and the United States Association of Blind Athletes.

The Athletic Program sponsors both a wide variety of sports and a number of teams in the sports. The Department also supports the Special Olympics Programs.

### *Program Accomplishments:*

- The boy's cross country team placed third in the Class A-AA state meet. Bryant Rapley repeated as the Class A-AA state champion.
- The wrestling team placed third in the Class A-AA state wrestling championship. Lonzy Jenkins and Carl Huger won their respective weight classes.
- Jack Todd and Mike Hollifield accompanied five athletes to the seventh National Blind Championships at the University of Texas. Wanda Watts won a gold medal in the 10 kilometer road race and Lonzy Jenkins won gold medals in the 400 meter race and in the wrestling competition.
- We sponsored the 1st Annual Turkey Trot. This was an all-school road race. Approximately 150 students and staff competed.
- We participated with the Charles Lea Center in the 2nd Annual All-Sports day for physically handicapped students.
- In conjunction with the Breakfast Optimist Club and the Spartanburg City Police, we conducted the annual bicycle safety rodeo for elementary age students.
- Maryetta Greene and Della Stephens competed in the XIV Deaf Olympics in Cologne, West Germany. Bill Ramborger was one of the track team coaches.
- We directed two summer recreation programs for handicapped children; one in Spartanburg and one in Rock Hill.
- The Principal attended a two week training session at Gallaudet College.
- We directed the planning and participated in a parent on-campus learning weekend program.

### PSYCHOLOGICAL SERVICES DEPARTMENT

#### *Purpose:*

The Psychological Services Department, under the Director, has made significant progress during the 1981-82 school year in realizing its two basic missions: (1) to provide quality psychological services to students in the Deaf, the Blind and the Multi-Handicapped Schools, and (2) to provide quality In-service to professional staff at the South Carolina School for the Deaf and the Blind regarding vital educational and supervisor issues. All department members have been instrumental in the realization of these missions.

#### *Operations:*

The department consists of the Director, two Psychologists, two Psychological Counsellors, one Behavior Management Specialist and the Secretary.



The Psychological Services Department serves the Deaf, the Blind and the Multi-Handicapped Schools, including both academic and residential domains. The two primary functions of the Department are *Assessment and Prescriptive Services and Counseling/Behavior Management Services*. The purpose and scope of each function is summarized below.

The *Assessment and Prescriptive Service* primarily is the responsibility of the two School Psychologists. To carry out this service, a model of psycho-educational assessment has been developed which is conceived in the spirit of appropriate individualization of educational services set forth by P. L. 94-142. The components include: (1) pre-assessment conference and observation with referring person(s) and student to gather educationally relevant information concerning the referred student, (2) a psycho-educational assessment of the student, the nature of which is guided by the background information gathered in step (1) and not just by State requirements, (3) a post-assessment conference with the referring person(s) to generate specific and detailed instructional, curricular, and management implications out of assessment findings.

*Program Accomplishments:*

- For school year 1981-82, 189 psycho-educational assessments were completed. The following is a breakdown of this total:

<i>Deaf School</i>		<i>Blind School</i>	
Applicants	15	Applicants	10
School Referrals	<u>75</u>	School Referrals	<u>9</u>
Total	90	Total	19
<i>Multi-Handicapped School</i>		<i>Outside Evaluations</i>	
Applicants	26	Total	2
School Referrals	<u>52</u>		
Total	78		

- In addition to psychological assessments and prescriptive services, one School Psychologist provided counseling to several individual students, led group counseling sessions in the Blind School, and co-led a group in the Multi-Handicapped School with the School Counselors.
- A pilot program to serve emotionally disturbed deaf students was also initiated this year, in the form of a highly structured therapeutic classroom, employing a model called Developmental Therapy, which was developed at the Rutland Center in Athens, Georgia. The School Psychologist served as the Lead Teacher in this; planning, preparing, and executing specific activities for the two hour class sessions held four times weekly. She was assisted by a teacher in the

Deaf School. Measurable improvement in the participating students' behavior was documented, and the program will be continued and expanded in 1982-83.

*Counseling — Behavior Management* — The other primary function of Psychological Services is the Counseling/Behavior Management Teachers. A Counseling Intern worked in the department for five weeks. One of the Behavior Management Teachers resigned in January and the position has not been filled.

Counseling/Behavior Management focuses on personal and inter-personal problems of students, and on cases of maladaptive student behavior. The Psychological Counselor and the Behavior Management Teacher may work independently or together to attain desired goals. Among these goals are:

- 1) Reducing maladaptive student behavior
- 2) Increasing appropriate behavior
- 3) Aiding students in understanding the consequences of behavior
- 4) Providing in-service training to classroom and dormitory staff regarding the implementation and maintenance of behavior management and counseling techniques

*Program Accomplishments:*

- A total of 189 referrals were received during the school year, representing an increase from 159 referrals during 1980-81. Some students were referred from more than one area of the School. One hundred forty-seven (147) different students received an array of services, including group counseling, in the Blind and Multi-Handicapped Schools. A breakdown of intervention for the referrals is as follows:

<i>Consultations</i>		<i>Counseling</i>		<i>Behavior Management Programs</i>	<i>Joint Behavior Management and Counseling</i>
Behavior Mgt.	25	Individual	75		
Counseling	<u>9</u>	Group	<u>23</u>	32	22
	34		98		

Referrals were received from all areas of the School and other sources. The breakdown is below:

<i>Blind</i>		<i>Deaf</i>		<i>Multi- Handicapped</i>		<i>Other</i>
Class	19	Class	37	Class	29	
Dorm	6		11		22	
Discipline						
Board	<u>1</u>		<u>25</u>		<u>—</u>	<u>39</u>
	26		73		51	39

The category “Other” includes continuation of referrals from 1980-81, referrals from other support service areas, parents, and outside agencies.

- In addition to the two primary functions of *Assessment and Prescriptive Services and Counseling/Behavior Management Services*, staff members in the Psychological Services Department have orchestrated and carried on a host of other activities. In the area of *curriculum development and implementation*, the Affective Education curriculum involved teachers and students in the Deaf and Blind Schools. The Human Growth and Development curriculum involved instructional staff and students in the Deaf School. In the area of in-service, programs and activities covering Stress Management, Behavior Management with Multi-Handicapped, Code of Conduct, In-School-Suspension, and Sign Language were conducted. Staff members participated in numerous consultancies with public schools, other state and local agencies, colleges, and parents. Members of the Department also have been busy sharing their work with fellow professionals in the field.

Referrals to the Psychological Services Department this past year, for whatever reason and from whatever source, have represented a *sharing, not a handing over*, of responsibility for student development. The fundamental role of Psychological Services, and its commitment, is to join with others in realizing effective strategies for helping students grow in healthy and productive ways.

### CHILD CARE DEPARTMENT

#### *Purpose:*

To provide leadership for the development and implementation of Child Care Education Program during the evenings and weekend hours which compliments and enhances the educational philosophy of the School. This includes instruction, recreation, socialization and other opportunities for maximum personal and psychological growth. Child Care provides leadership in the effective application of the S.C.S.D.B. Code of Conduct.

S.C.S.D.B. has the ability to provide students with a degree of homelike atmosphere through youth counselors who care for and counsel with students on a day-to-day basis. The dormitory living environment addresses itself to education through after-school programs involving basic self-help skills, grooming, manners, etiquette and socialization.

Many of the S.C.S.D.B. students come from poverty and low income families with social behavior that requires a great deal of counseling in order to reach acceptable attitudes for S.C.S.D.B. However, dorm directors and counselors work extremely hard to insure proper education of our students.

Safety and security rank high on the list of duties for the Child Care worker. This is obviously meeting the challenge, based on the small amount of accidents annually.

Although the After-School Program (Daily Living Skills) is designed to provide training in areas such as social skills, arts/crafts and recreation, much of this is still the responsibility of the youth counselor.

#### *Operations:*

An assistant dean was hired to assist in supervision of 336 students and 32 staff members. This additional position added to the success of the After-School Program which is pointed out in the Daily Living Skills Program statement.

#### *Program Accomplishments:*

- Hughston Hall received a complete new shower system with thermostatic control for energy efficiency. Spring Hall received new bathroom stalls that provide adequate privacy.
- In-service training for sign language was provided for the Child Care staff throughout the year.
- Through coordination of the School and Citizens and Southern Bank, the older students are utilizing local banking systems.
- A volunteer program with 16 students from Spartanburg Methodist College was established. These students visited the dorms for one hour twice a week and their primary role was to assist students with homework assignments during the evening hours.
- The In-School Suspension program was developed this year as a different method of disciplining residential students without removing them from their educational process. Students who violate the S.C.S.D.B. Code of Conduct are required to go before a Discipline Board consisting of the principal of the school in which the student is enrolled, along with the dean of students and the director of Psychological Services. The Board determines if a student should be placed in ISS for a period no less than three days and no more than five days.



While in ISS, students are isolated from their peers. However, school material to meet educational needs is provided.

## DAILY LIVING SKILLS PROGRAM

### *Purpose:*

The overall purpose of the Daily Living Skills Program (DLS) is to provide comprehensive after-school programming for residential students at the South Carolina School for the Deaf and the Blind.

The major functions of DLS are as follows:

To enhance each residential student's competencies in basic social and self-help skills.

To provide activities and instruction which teaches the student how to use their leisure time both effectively and productively.

To provide basic skills and conceptual understanding of various recreational activities through intramurals, aerobics, weightlifting, etc.

To create awareness and understanding in the area of arts and crafts and the various techniques and mediums used in these activities.

To serve as a support system relative to the educational program.

To offer similar learning situations and experiences the residential student might experience while at home.

To increase each student's understanding of health, safety and first aid practices and their appropriate use thereof.

### *Operations:*

The DLS Program is comprised of the assistant dean of students, three teachers, and nine assistant teachers. Areas of responsibility include arts and crafts, social skills and recreation.

The Arts and Crafts program offered activities in art (e.g. form, color, space, texture and how they are applied to materials) crafts (e.g. cross stitch, jewelry, crocheting, etc.) and field trips.

The Recreation Program offered activities in football, basketball, softball, swimming, bowling, indoor soccer, volleyball, T-ball, weightlifting, rollerskating and field trips to sporting events.

The Social Skills Program offered activities and instruction in personal hygiene, grooming, dress, table manners, other various self-help skills and instruction in the use of teletype devices (machines enabling deaf people to communicate by phone).

### *Program Accomplishments:*

- The Arts and Crafts Program sponsored two art shows and exhibited the works.

- The Drama Club conducted three skit nights on campus and performed at Converse College during Deaf Awareness Week.
- The Recreation Program sponsored two intramural activities, one in volleyball and one in softball.
- A volunteer program in conjunction with Spartanburg Methodist College students was solicited. The students served as tutors, friends and big brothers or big sisters to the students. They generated over 250 man hours.
- Night courses were offered to students during the winter quarter. This was in conjunction with Community Education. A total of fifty-five students participated.
- The Boy Scout Troop and DLS held a Halloween Carnival on campus.
- DLS and Spartanburg Methodist College conducted a Spring Carnival on campus.
- Numerous sessions of educational benefit to our students were conducted by the Red Cross, the Spartanburg Police Department, the Department of Health and other organizations and state agencies.

## COMMUNITY EDUCATION

### *Purpose:*

The Community Education Department provides services to all sensory impaired adults in the immediate Spartanburg area. In addition, the department assists public school adult education and community programs to assess the needs and locate resources to meet these needs on a state-wide basis. The department also consults with and assists the State Department of Education in expanding regular adult and community education programs to include sensory impaired citizens throughout the State of South Carolina.

The services provided by the Office of Community Education continue to increase each year as more people throughout the state become aware of their availability. However, due to the resignation of the coordinator in Columbia and lack of funds with which to fill the position, we have been unable to provide services to those sensory impaired citizens in that area. Efforts are being made to obtain funding to employ another coordinator.

Lynn McBride was employed as part-time coordinator in the Charleston area and proved to be a tremendous asset to the program. She began work in October, 1981. Her office is located in the district office on Chisolm Street in Charleston.

### *Operations:*

The Office of Community Education has been in existence since August 24, 1977. State-wide services are provided on a limited basis

through the aid of a part-time coordinator in Charleston and a full-time coordinator in Columbia. The staff at Cedar Spring consists of a director, a coordinator and a secretary.

*Program Accomplishments:*

A. Spartanburg Office of Community Education

- Fifty-three (53) classes, and workshops were conducted on the campus of the South Carolina School for the Deaf and the Blind with seven hundred thirty (730) participants (one hundred forty-eight hearing impaired, fifty-two South Carolina School for the Deaf and the Blind students, four visually impaired and thirty-one interpreters).
- Conducted a one week day camp for children ages five through twelve living in the Spartanburg area July 20-24, 1981. A governor's intern, employed by the office, planned and coordinated camp under the direction of the Community Education coordinator. Thirty-seven (37) children participated, including five deaf children and five children of deaf parents. Volunteers served as counselors and bus drivers.
- Conducted a workshop at the South Carolina Association of the Deaf Convention in Clemson, S. C. of "Parents and Sign Language".
- Secured a specialist on 504 regulations from the National Association of the Deaf in Silver Springs, Maryland to conduct a workshop for the South Carolina Association of the Deaf at their convention.
- Served a liaison between the School and the South Carolina Association of the Deaf.
- Cooperated with the Commission for the Blind in providing services to several deaf/blind persons in the Spartanburg area.
- Created a Community Education Advisory Council and held four meetings during the year.
- Recruited and enrolled fifty-two (52) students into Community Education winter classes.
- Director appeared before the Joint Legislative Committee on Problems of the Handicapped, with the president of the South Carolina Association of the Deaf, to address the needs of the deaf citizens of South Carolina.
- Planned and implemented an organizational meeting of parents of hearing impaired children living in the Spartanburg area.
- Served as a relay center for messages to and from deaf persons. A total of 569 TTY calls were handled.
- Continued to increase the names on the mailing list by adding them to the computer at the University of South Carolina Spartanburg.
- Director served on the Awards and Recognition sub-committee of

the Mayor's Committee on the Employment of the Handicapped.

- Assisted in planning and implementing a Parent Learning Weekend for parents of deaf students.
- Provided a lending library of films, books, TTY's, tape recorders and Brailers.
- Served as an interpreter referral center assisting various schools, agencies, colleges, doctors, lawyers, police departments, hospitals, and industries in securing the services of an interpreter.
- Coordinated a display of materials and equipment from the South Carolina School for the Deaf and the Blind to be used at a local shopping mall, in conjunction with the Charles Lea Center, in recognition of the Council of Exceptional Children's Week.
- Initiated and coordinated activities for Deaf Awareness Week, with the assistance of a committee made up of individuals representing all areas of deafness in the Spartanburg area.
- Coordinated a program of instruction on banking services with Citizens and Southern National Bank and SCSDB. Made arrangements for four SCSDB students to participate in grand opening ceremonies for the new branch bank located in the shopping center near the School.
- Cooperated with the Spartanburg Chapter of SCAD in selecting and scheduling captioned movies to be shown monthly at the Spartanburg County Library.
- Coordinator served as secretary of the S. C. Association of Higher Continuing Education and chairperson of the nominating committee.
- Planned and advertised trips to Washington, D. C. and the World's Fair.
- Designed and had printed a brochure advertising the services of the Office of Community Education.
- Director assisted the Spartanburg Methodist College by teaching the Introduction to Interpreting class during the month of April.
- Represented SCSDB on the State Department of Education Task Force to write guidelines on the use of sign language interpreters in public school mainstreaming programs.
- Made approximately fifty (50) presentations to civic clubs, schools and agencies.
- Provided in-service training in sign language and deaf awareness to Spartanburg City police and fire departments.

#### B. Charleston Office of Community Education

- Coordinator designed, and had printed and distributed a monthly newsletter.
- Increased the mailing list for the Charleston area to 300 persons.



- Coordinator served as a board member of the Charleston County for the Deaf.
- Through personal contacts with key agencies and personnel, became a valuable link in the sensory impaired population receiving services provided by the agencies.
- Sponsored workshops on Writing a Will, Insurance, Taxes, Mime and a 504 presentation by the South Carolina Protection and Advocacy System.
- Attended meeting of local chapters of the National Federation of Blind and the Low Country Chapter of the S. C. Association of the Deaf.
- Arranged for a free interpreted performance of the Spoleto play, "Monday After the Miracle," performed by the Dock Street Theater for forty deaf people.
- Served as a valuable link between the deaf community and the social and educational agencies.
- Cooperated with the Community Education directors in the various institutions in recruitment of and course offering for the sensory impaired.

## MEDIA CENTER

### *Purpose:*

The Media Center provides services for all departments and programs in the School incorporating both traditional and innovative Media hardware and software.

### *Operations:*

The Media Center is supervised by the Media Specialist and operates with the assistance of an Audio-Visual Technician. Services include:

Video tape recording and decoding — transmitted and on site.

Minor equipment repairs.

Design and production of special educational supplementary materials and/or adaptive devices for classroom use.

Development of promotional materials including multi-media presentations.

Photography.

Audio recording.

Materials and information research and distribution.

Captioned Film Depository.

Scheduling and maintaining viewing areas and production areas for students, teachers, and staff.

### *Program Accomplishments:*

- During the 1981-82 school year, the Media Center staff made fifty-seven classroom visits for the purpose of determining needs for special materials for individual students or student groups. A total of seventy-nine special materials packets were designed and assembled as a result of these visits. The packages consisted of either or all of the following: maps, gameboards, transparencies, slides, tapes, seat work, charts, tactile and visual reinforcement materials. A file on each teacher with requests and production description is maintained. In addition, lists of supplementary films, video tapes, and other software and reference materials were included in the packets. Response to, and participation in, the project has been very positive and current plans include continuation and expansion of this service.
- The Media Center completed a total of four hundred and eighty-three (483) additional requests for production pieces. This included brochure illustrations, posters, bulletin board materials, patterns, signs, designs, charts, etc.
- A tuner/timer was purchased to expand broadcast taping capability to two hours. A total of three hundred and fifty (350) programs were taped from instructional and commercial television. Five hundred and ninety-four classes viewed these programs. The video camera and portable recorder was used to tape various school programs and special events. This system was also used by Community Education in conjunction with Sign Language classes.
- The Media Center serves as the depository for captioned films for the State of South Carolina. We service other states taking film orders by TTY through a project named "Filmshare" which is supported by the Special Materials Project formerly known as Captioned Films For The Deaf. Twelve hundred and forty-three (1,243) captioned films were checked out on campus. Four hundred and sixty-eight (468) captioned films were mailed to accounts off campus. Three hundred and nineteen (319) classes scheduled time in the Media Center to view or participate in film related activities.
- Two sound/slide productions were produced. These productions in addition to existing programs were used extensively by staff at various group meetings and workshops on campus, in the community and throughout the State to represent the School and programs offered.
- The "idea"/activity reference file for teachers, students and all other staff was updated and expanded. In constant demand, the information is used to produce art work, backdrops, bulletin boards, science projects, recipes, posters, games, flyers and other materials.
- This year, the "Media Monitor" was introduced as a monthly news-

letter containing information and ideas pertinent to media methods. It included listings of new films, features for month's activities, sources for free materials and other noteworthy information such as meetings and school events. Nine issues were written and distributed to all areas of the campus.

- The media staff made one hundred and thirty-two repairs, lamp and parts replacements on media hardware.
- Policies for time lines for media hardware and software were established and enforced. Several forms were designed. Both of these changes allowed more time efficient operation of the Media Center.

*Special Programs Produced by the Media Center This Year Include:*

- The Media Specialist produced and presented a workshop for secretarial and clerical staff with nineteen of the twenty-one employees in these classifications attending and completing materials packet.
- The media staff created and illustrated "rules" posters for student behavior guide from administration developed approved list.
- "Mini" workshop materials, suitable in design for either group or individual presentation, were developed by Media Specialist. Materials covered fourteen types of equipment, including operation, techniques and software, six software/art workshops and one basic repair workshop.
- Conducted two, two hour workshops for Deaf Education students working on this campus to fulfill their practice teaching requirements. (Students from Ball State University, Indiana)
- Participated in and presented media program workshop to Vocational Rehabilitation group.
- Established equipment manual library for in-house repair service area.
- Audio Visual Technician designed and illustrated twelve posters for Language-Learning Laboratory in Thackston Hall.
- Obtained and assisted in utilization of reading program sponsored by C.B.S. for two high school classes of deaf students and one high school class of blind students.
- Researched and coordinated lists of audio visual equipment and hand held education devices for proposed installation and use in new school busses. Polled supervising teachers, teachers, students and other staff for recommendations for this project.
- The Media Specialist and Audio Visual Technician attended and participated in the Fifth Annual Symposium Student Use Media for Severely Handicapped Learners in Nashville, Tennessee.
- The media staff coordinated materials, displays and multi-image presentations for presentation in conjunction with Council on Excep-

tional Children/SCSDB display at Westgate Mall, Spartanburg. Also, State Teacher's Meeting, Columbia and Parent Weekend held on campus.

- Wrote portions of and assembled mock ups for two promotional brochures to be distributed to industry, parents and other interested groups.
- Worked with Volunteer Coordinator obtaining materials and designing identification methods for use by volunteers.
- The Media Specialist attended the National Depository Managers Meeting held by SMP in Silver Springs, Maryland.

## DEPARTMENT OF SPEECH AND HEARING SERVICES

### *Purpose:*

The Department of Speech and Hearing Services is responsible for providing speech and/or language therapy for those students in the Dcaf, Blind, and Multi-Handicapped Schools who exhibit significant speech and/or language deficiencies. It is also responsible for periodic audiological assessment of all students, and for hearing aid evaluations and fittings as necessary. Routine hearing aid maintenance and repair services are also provided.

### *Operations:*

The Department is comprised of four speech pathologists, one audiologist, and one audiologist's assistant. Based on diagnostic testing and teacher priorities, students are seen for speech and/or language therapy on an individual or small group basis for two half hour sessions per week. Major emphasis in therapy is given to the development of language concepts and skills in conjunction with the acquisition, development, and improvement of speech. All students are seen routinely every three years for a hearing retest. However, students who have a history of middle ear infections, a suspected progressive hearing loss, inaccurate audiological test data, or are referred by teachers, parents, or other agencies are seen as often as necessary. Hearing aid evaluations are performed as needed, and recommendations as to appropriate amplification are made to supporting agencies or parents. Hearing aid repair services are provided and batteries dispensed as necessary. The entire Speech and Hearing staff is available for consultation with parents, administrators, and teachers to offer suggestions for program planning for individual students. Teachers are also provided with in-service training, and diagnostic services are available for applicants to the School.



*Program Accomplishments:*

- Seventy-four students who had not been previously enrolled in therapy were seen for speech and language screening.
- Two hundred twelve students were seen for speech and/or language therapy.
- Seventy-nine IEP conferences were attended; IEP statements were prepared for all students enrolled in therapy.
- One hundred sixty-eight students were seen for hearing retests.
- Sixty-one students were seen for hearing aid evaluations.
- Fifty students were fitted with new hearing aids; of these, ten were fitted with bilateral (two) aids.
- Thirty-five applicants to the School received complete audiological evaluations.
- Four in-service training sessions were held with teachers, one with youth counselors, and one with the staff of the Psychology Department.
- Hearing aid repair services were provided and batteries were dispensed as necessary.
- Four programs were presented to civic organizations in the community; two programs were presented to local colleges.
- A comprehensive booklet on the care and use of individual hearing aids was prepared and published for distribution to all parents of students with hearing aids.

## HEALTH CENTER

*Purpose:*

The Health Center staff is responsible for the routine, preventative, and comprehensive medical care of all deaf, blind and multi-handicapped students.

*Operations:*

The Health Center staff is comprised of a Medical Director, Nursing Supervisor, Pediatric Nurse Practitioner, two Registered Nurses, and five Licensed Nurses, and a part-time dentist. A full-time Registered Physical Therapist also works under the supervision of the Medical Director. Service is provided on a twenty-four hour basis, with nursing personnel staffing a twenty-two bed infirmary and a satellite unit at the multi-handicapped facility.

*Program Accomplishments:*

- Three hundred ninety students were admitted for nursing care.
- There were 8,300 outpatient visits for routine medical care.

- Deaf students were screened for visual problems.
- One hundred fifty athletic physicals were completed.
- Four hundred fifty students were examined by the school dentist and appropriate treatment or referrals were made.
- The staff was actively involved with the pre-admissions assessment team.
- The Medical Director served on Development Disabilities Advisory Council and Genetics Program Council at the state level and actively participated in several groups serving and working with handicapped children.

## SOCIAL SERVICES DEPARTMENT

### *Purpose:*

This department provides specific and generic social work services for the student population. It also serves as liaison between the School and the Student's home and community.

### *Operations:*

The staff consists of the Administrative Assistant, a Social Worker and one half-time Secretary. The Administrative Assistant is responsible for a myriad of activities including the provision of information to staff, students, parents and other agencies. There is also the responsibility for the supervision of the Social Services Program and the Volunteer Program. Other administrative duties include: assembling, editing and distribution of the Annual Report; serving on the Child Abuse Committee; serving on the Student Grievance Committee; and storing, purging and providing information on former student files.

The Social Worker is responsible for making a home visit on all applicants as well as home visits regarding enrolled students. Visits are made to other agencies as needed in order to make the best plan for a student. Referrals are received from parents, students, staff and other agencies. Recently, the Social Worker position has been vacant, but we hope to employ a Social Worker soon.

### *Program Accomplishments:*

- Purged all former student files through June 1981.
- Served on Governor's Advisory Council for Volunteers and on Council for Early Childhood Development and Education.
- Annual Report for 1981 prepared and distributed.
- Records Retention and Destruction report completed and new schedules were checked and approved.
- Scholarships were processed for 12 students attending college.

- Social Worker travelled the entire state in order to provide information on both new and enrolled students.
- Entire staff worked on many projects and provided information for questionnaires and future planning.

*Report on the Volunteer Program:* The Volunteer Program was expanded to fifty-eight (58) volunteers this year. They performed a wide variety of service for the School. Volunteers were much appreciated by our staff as they provided much needed help. We also had thirty-five (35) student teachers for a total of 3,556 hours.

Volunteers provided direct service . . . . .	626 hours
Volunteers provided support services . . . . .	192 hours
Advisory Boards/Committee Services . . . . .	<u>93</u> hours
Total Volunteer Service . . . . .	911 hours

The total value of this service computed at \$6.50 per hour was \$5,921. Material donations to the School were approximately \$18,000. It is hoped that this program will continue to grow in the coming years.

CEDAR SPRING FACILITY  
SOUTH CAROLINA COMMISSION FOR THE BLIND

*Purpose:*

The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are fourteen years old and above, who are enrolled at the South Carolina School for the Deaf and the Blind. These services are designed to increase the student’s readiness for future gainful employment. With the presence of the Multi-Handicapped School, which is also located at the School for the Deaf and the Blind, the Commission for the Blind is also involved with serving some of the Multi-Handicapped students, who are legally blind and also have other physical or mental disabilities.

*Operations:*

During the 1981-82 academic year, the Cedar Spring Facility provided applicable vocational rehabilitation services to approximately 51 students, who are residents of the state of South Carolina. The facility staff consists of (a) Rehabilitation Counselor, (b) Orientation and Mobility Instructor, and (c) Caseworker Assistant. The services available and provided by this staff includes:

- receiving referral information from the staff of the School for the Blind.

- conducting the initial interview with the student.
- contacting the parents of each student, regarding the agency purpose and other related information.
- processing application for applicable services.
- providing and/or coordinating necessary diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological examination, an occupational inventory, and other prescribed examinations, that may be applicable to the individual's needs.
- determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services.
- developing the Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment.
- providing and/or coordinating the provision of (a) vocational and personal adjustment counseling and guidance, (b) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., (c) and training programs, which includes personal adjustment training (residential, campus, business Orientation and Mobility Training), and on the job training at appropriate locations, which are on the campus of the School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students.
- referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind.
- providing the above applicable services with the knowledge and cooperation of the appropriate staff of the South Carolina School for the Deaf and the Blind.

*Program Accomplishments:*

- One (1) partially sighted, female student was involved in an OJT program as a switchboard operator at the SCsDB.
- One (1) partially sighted, male student was involved in an OJT program on campus at the warehouse.
- One (1) partially sighted, male student was involved in an OJT as an orderly at the Mountainview Nursing Home. Full time employment has been obtained now.
- One (1) student received follow-up services for a prosthesis for cosmetic purposes from Le Grand Associates of Philadelphia, Pennsylvania.
- Four (4) students received initial low vision evaluation at the clinic,



which is located in the Commission for the Blind facility; nine (9) students received follow-up examinations.

- One (1) partially sighted student was referred to the college program at Columbia Bible College in Columbia, for the 1982 Fall semester.
- Two (2) students received vocational evaluation services, which include Personality, Career Maturity, Dexterity, Social, and Occupational Testing.
- Three (3) students participated in summer employment through the CETA program in Columbia, S. C.
- Six (6) students participated in a Personal Adjustment Training Program, during the summer, at the Ellen Beach Mack Rehabilitation Center in Columbia, S. C.
- Ten (10) students received orientation and mobility training at the Cedar Spring Facility.
- Three (3) students received Functional Vision Evaluations to determine their orientation and mobility capabilities and need.

## VOCATIONAL REHABILITATION FACILITY

### *Purpose:*

The Vocational Rehabilitation Facility located on the campus of the South Carolina School for the Deaf and the Blind provides medical, social, psychological and vocational evaluations to the deaf students and the multi-handicapped students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, work adjustment training, job placement, and follow up.

### *Operations:*

During the twelve month year under report, this facility provided services for one hundred eighty-six (186) students. These students are from various locales in South Carolina. When a student graduates or leaves the South Carolina School for the Deaf and Blind, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the students' home area in order that services be continued by the agency. In most instances these students are served by a specialty counselor.

The Facility is administered by (a) Project Supervisor (b) a Vocational Counselor (c) a Vocational Evaluator (d) an Adjustment Specialist (e) a Casework Assistant.

### *Program Accomplishments:*

- Diagnostic medical evaluation was provided to students throughout the year. Twenty-five (25) students received general medical exam-

- inations. Fifty-six (56) students received otological examinations and seventy-two (72) students received ophthalmological examinations. Three (3) students received a dermatological examination, and one (1) student received an orthopaedic examination and one (1) student received a surgical examination. A hearing aid was purchased for one (1) student.
- Vocational evaluation was provided to forty-two (42) students. These evaluation results assist the Facility staff in planning future services and also assist the School staff in their planning for the students. Evaluation results are staffed jointly with the Facility staff and the School staff in attendance.
  - On-the-job training was provided in industries and businesses in the community to students in the senior class. The on-the-job training program provided training in the following areas:
 

Textiles .....	2 students
Clerical .....	2 students
Key punch .....	2 students
Groundskeeping .....	1 student
Auto Mechanic Helper .....	3 students
Horticulture .....	1 student
Child Care .....	2 students
Food Services .....	7 students
Teachers Aide .....	2 students
Electrical Assistant .....	1 student
Custodial Care .....	3 students
  - Thirteen (13) students were employed at Converse College in the food service area on a part-time basis. These students were employed for the entire school year. Additional students were used in the program as substitutes.
  - Work adjustment training classes were provided by the Facility staff to forty-six (46) students from the junior and senior classes. This adjustment training is designed to prepare the students for future gainful employment and indoctrinate them to the World of Work. Classes met for one hour on a three times a month basis for the juniors and four times a month basis for the seniors.
  - The work adjustment program where students were involved in piece work on contracts obtained from various industries and businesses in the community had sixty-eight (68) students involved. Some of the students involved during the year were ninth graders and participated for a nine week period as part of the school's pre-vocational program.

# FINANCIAL STATEMENT

Fiscal Year July 1, 1981 - June 30, 1982

## STATE FUNDS

Appropriation .....	\$6,496,150.00
Less 2.19% Appropriation Reduction .....	(150,609.00)
Additional Personal Serv. Allocation .....	380,991.00
Credit for Health Insurance .....	19,941.78
Total State Funds Available .....	<u>\$6,746,473.78</u>

### Disbursement

#### Administration:

Personal Service .....	\$ 265,130.02	
Contractual Service .....	12,506.21	
Supplies .....	9,321.69	
Fixed Charges .....	5,531.57	
Travel .....	5,314.53	
Equipment .....	42,050.20	
Total Administration .....	\$ 339,854.22	

#### Education:

Personal Serv. ....	1,764,181.69	
Contractual Serv. ....	12,160.63	
Supplies .....	30,406.82	
Fixed Charges .....	1,701.00	
Travel .....	1,798.60	
Scholarships .....	3,000.00	
Blind Placement Bur. ....	5,000.00	
Vocation Rehabilitation .....	45,712.46	
Total Education .....	1,863,961.20	

#### Multi-Handicap:

Personal Serv. ....	1,033,032.20	
Contractual Serv. ....	2,696.06	
Supplies .....	20,601.50	
Fixed Charges .....	139.34	
Travel .....	1,563.15	
Case Services .....	37.34	
Total Multi-Handicap .....	1,058,069.59	

#### Community Education:

Personal Serv. ....	51,675.56	
Contractual Serv. ....	6,180.10	
Supplies .....	1,433.05	
Dues & Membership .....	10.00	
Travel .....	2,650.43	
Total Community Education .....	61,949.14	

#### Student Affairs:

Personal Service .....	669,538.17	
Contractual Serv. ....	3,715.03	
Supplies .....	5,549.71	
Fixed Charges .....	816.00	
Travel .....	23,814.68	
Case Services .....	39,118.77	
Total Student Affairs .....	742,552.36	

Education Support Services:		
Personal Service .....	256,969.48	
Contractual Services .....	2,720.41	
Supplies .....	2,441.60	
Fixed Charges .....	250.00	
Travel .....	672.62	
Total Edu. Support Serv. ....		263,054.11
Physical Support Services:		
Personal Serv. ....	617,940.56	
Contractual Serv. ....	503,486.64	
Supplies .....	444,770.77	
Fixed Charges .....	23,739.77	
Travel .....	941.69	
Equipment .....	3,249.50	
Total Physical Support Serv. ....		1,594,128.93
Employer Contributions .....		822,095.80
Total Agency Expenditure .....		\$6,745,665.35
Lapsed to Gen. Fund .....		808.43
		<u>\$6,746,473.78</u>

#### SPECIAL DEPOSITS

Balance Brought Forward July 1, 1980 .....	\$25,726.47
Receipts .....	<u>27,881.57</u>
Total Funds Available .....	<u>\$53,608.04</u>

#### Disbursements:

Post Office .....	\$ 8.88	
Music Account .....	1,267.01	
Canteen .....	417.24	
Annual .....	2,658.87	
Pilot Club .....	380.88	
Converse Fund .....	593.31	
Homeliving Fd. ....	734.21	
Adult Ed. ....	6,582.53	
Mott Foundation .....	4,633.00	
Special Needy .....	880.51	
Outreach .....	100.00	
Caption Film .....	857.88	
Total Disbursements .....		\$19,114.32
Balance Carried Fd. f/y 82-83 .....		<u>34,493.72</u>
		<u>\$53,608.04</u>

#### CAPITAL IMPROVEMENT PROJECTS

Funds Rcd .....		\$70,834.72
Disbursed:		
Steamline .....	\$12,000.00	
Bathroom Renovation .....	13,557.17	
Space Allocation Study .....	5,290.09	
Vocation Educ. Facility .....	39,987.46	
Total .....		<u>\$70,834.72</u>
Cash Balance .....		<u>-0-</u>



## OTHER ACCOUNTS

Patient Fees:		
Balance Fd. ....		\$175,035.64
Expended .....	\$17,040.30	17,040.30
Balance 7-1-82 .....		<u>\$157,995.34</u>
Chapel Fund:		
Balance .....		\$150,093.02
Rec'd. ....		<u>24,878.71</u>
Balance 7-1-82 .....		<u>\$174,971.73</u>
Thackston Memorial Fund Bal. ....		410.74
Consolidated Federal:		
Balance Fd. 7-1-81 .....		\$ 27,070.80
Rpts. ....		328,323.21
Less Disbursements .....		354,268.41
Balance carried Fd. f/y 82-83 .....		\$ 1,125.60

## STATEMENT OF FEDERAL EXPENDITURES BY PROJECT

T-I .....	\$260,017.34
G.I.P. ....	792.44
Vocation Education .....	40,693.87
T-VI -C .....	51,240.76
T-IV -B .....	<u>1,524.00</u>
Total Federal Expenditures .....	\$354,268.41
U.S.D.A.Milk Reimb. '82	
Received .....	\$133,309.53
Expended .....	108,651.82
Balance Fd. f/y 82-83 .....	24,657.71
Cafeteria Operating:	
Received .....	20,147.02
Expended .....	621.34
Balance Fd. f/y 82-83 .....	19,525.68

## ENROLLMENT

### *School for the Multi-Handicapped*

Girls .....	49
Boys .....	<u>91</u>
Total .....	140

### *School for the Blind*

Girls .....	31
Boys .....	<u>53</u>
Total .....	84

*School for the Deaf*

Girls .....	129
Boys .....	<u>133</u>
Total .....	262
GRAND TOTAL .....	486

*Number of Graduates*

Blind .....	4
Deaf .....	26
Multi-Handicapped .....	<u>1</u>
Total .....	31

*Number of Graduates Attending College*

Blind .....	5
Deaf .....	<u>13</u>
Total .....	18

NUMBER OF STUDENTS BY COUNTIES

<i>County</i>	<i>No. Students</i>	<i>County</i>	<i>No. Students</i>
Abbeville .....	3	Greenwood .....	14
Aiken .....	23	Hampton .....	4
Allendale .....	2	Horry .....	10
Anderson .....	15	Jasper .....	3
Bamberg .....	2	Kershaw .....	9
Barnwell .....	4	Lancaster .....	5
Beaufort .....	2	Laurens .....	19
Berkeley .....	7	Lee .....	1
Calhoun .....	2	Lexington .....	13
Charleston .....	24	Marion .....	5
Cherokee .....	11	Marlboro .....	10
Chester .....	14	McCormick .....	0
Chesterfield .....	11	Newberry .....	10
Clarendon .....	5	Oconee .....	2
Colleton .....	5	Orangeburg .....	8
Darlington .....	13	Pickens .....	7
Dillon .....	3	Richland .....	27
Dorchester .....	7	Saluda .....	3
Edgefield .....	2	Spartanburg .....	62
Fairfield .....	3	Sumter .....	11
Florence .....	18	Union .....	5
Georgetown .....	14	Williamsburg .....	5
Greenville .....	31	York .....	32

## GRADUATES OF 1982

### *Deaf School*

Frances LeAnn Alexander	Kimberly Renay McKinney
Janette Benson	Lonnie Russell Penfield
Sherri Lynn Boudreaux	Karen Marie Reid
James Duberry Byrd	Wanda Denise Riley
Donald Joseph Cole	William Todd Slaton
Sharon Yvonne Coplin	Kevin LeRoy Smith
Brenda Denise Gantt	Janette Smoot
Janice Delores Glover	Freddie Nathaniel Spigner
John Hall, Jr.	Apple Della Stephens
Jullie Ann Ingerson	Edward Thomas
Terrell Dodd Jacques	Fannie Mae Thomas
Lamar Porter Lee, Jr.	Janet Lee Twitty
Paul Edward Madden	Dianna Washington

### *Blind School*

Charles A. Gilbert  
Timothy Frank Gilstrap  
Robert L. Greene  
Anthony Owens  
Willie Driggers (graduated from Spartanburg High School)

### *Multi-Handicapped School*

Susan Hay











